

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Ray Mehling

Official School Name: Ireland Elementary School

School Mailing Address:
2386 N 500 W
PO Box 95
Ireland, IN 47545-0095

County: Dubois State School Code Number*: 1569

Telephone: (812) 482-7751 Fax: (812) 482-7765

Web site/URL: http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1569 E-mail:
rmehling@gjcs.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Jerrill Vandeventer

District Name: Greater Jasper Consolidated Schools Tel: (812) 482-1801

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Nancy Habig

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 11788

Average State Per Pupil Expenditure: 10252

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 18 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	39	45	84	8			0
1	37	40	77	9			0
2	34	39	73	10			0
3	35	32	67	11			0
4	34	32	66	12			0
5	30	44	74	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				441

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 2 % Asian
 _____ % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 97 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	415
(5)	Total transferred students in row (3) divided by total students in row (4).	0.041
(6)	Amount in row (5) multiplied by 100.	4.096

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 34

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>9</u>	<u>3</u>
Total number	<u>42</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	98%	98%	98%	98%
Daily teacher attendance	94%	93%	94%	95%	94%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily Teacher Attendance Explanation

During 2003 - 2004 school year, teacher attendance was down due to a surgery for 20.5 days and two maternity leaves totaling 99 days. For the 2005 - 2006 school year, 50 days for a maternity leave were taken, 10 days for a teacher illness, and 15.5 days for a spousal illness which lowered our teacher attendance. During the 2006 - 2007 school year, two teachers were out of the classroom due to maternity leaves totaling 124.5 days and a teacher was out for 31 days due to surgery. For 2007 - 2008, a teacher was out for a pregnancy complication and maternity leave totaling 65 days and another teacher had an illness totaling 16.5 days.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Ireland Elementary School is located in an expanding rural community in Ireland, Indiana. The current facility was constructed in 1990 on the grounds of the former Ireland High School, which was originally built in 1884. This was one of the first high schools in the county, which demonstrates the high importance placed upon education in our community. The original gymnasium was renovated and is used by our students today. In addition, our building consists of self-contained classrooms complemented by resource rooms, art and music rooms, a media center, computer lab, and cafeteria. Tutor rooms are located in each grade level.

The staff at Ireland Elementary is a team of people who share a common vision of the future, as well as a common sense of purpose, as stated in our mission: We believe that all children have the capability to learn. Through the cooperative efforts of the child, the home, the school, and the community, we accept the challenge to provide a learning environment which instills a desire for knowledge. We will work diligently to provide students with the skills necessary to become successful, participating members of the American democratic society and inspire a vision of the future from a global perspective.

Traditionally, Ireland students were born and raised in the rural Ireland area. The student enrollment of our K-5 school has grown from 270 students in 1990 to our current 431 students. Our rich Irish and German heritage form a hardworking, conservative, farming community. A well-established sense of community is instilled in the children throughout generations. A strong work ethic perpetuates the learning process which in turn leads to success.

In recent years, an influx of a more diverse student and staff population has occurred due to economic and educational opportunities available in our area. Other ethnicities represented in our student population are Native American, East Indian, Asian, European, and a growing Hispanic population. Our clientele also includes students with various challenges and disabilities. However, all students are seen as equals, regardless of ethnic, social, geographic, or developmental background, and are expected to achieve to their highest potential.

Ireland Elementary has received numerous grants, awards, and recognitions since moving into its current building in 1990, which were milestones in our rich history.

These honors include:

- Indiana Blue Ribbon School nomination 1998
- Four Star School since 1987
- Spell Bowl division champions and state champions multiple times
- Math Bowl division and state champions
- Indiana School Improvement Award since 1994
- Governor's Award for Excellence in Recycling (Honorable Mention)
- Destination Imagination World competition participants and runner up 2002
- VFW Flag contest and patriotic writing contest winners
- DAR (Daughters of American Revolution) essay contest winners

In following our students throughout the years, many former "Spuds" have been recognized for their academic, athletic, and community service achievements at the secondary level and beyond. (Once a Spud, always a Spud!)

At Ireland Elementary we have several traditions that highlight our uniqueness. To honor and celebrate each year of a child's educational journey, the students select samples of work and memorabilia to be placed in their "time capsules." Upon their high school graduation, former students are invited back to a staff-hosted

breakfast reception during which these time capsules are opened. Attending seniors look forward to this event with enthusiasm and pride. They also anticipate visiting with former teachers, many of whom have retired but always return for this special event.

Numerous activities are planned in the school and community in conjunction with St. Patrick's Day to celebrate our Irish roots. An Irish Program performed at school, students decorating windows of local businesses, and a visit from St. Patrick are a few of the highlights. To honor accomplishments of citizens, tradition dictates that honorees are privileged to ride on the Ireland Volunteer Fire Department truck around the area. (We are looking forward to this esteemed honor in celebration of our Blue Ribbon award!)

Historical pictures and items in our display cases depict the rich history of our area and the accomplishments of its residents. The pictorial wall display creates a timeline of the many educational facilities in the history of our township. Many of our older visitors reminisce while viewing these mementos and share stories with grandchildren and great-grandchildren during Grandparents' Day and ancestor presentations.

The strength of Ireland Elementary School emanates from the high expectations of shared leadership among administration, faculty, staff, students, and community. Decisions are made with the success of all students in mind.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Ireland Elementary School students enrolled in third, fourth, and fifth grades are given the ISTEP+ exam each fall. The ISTEP+ exam is a state-mandated test that consists of one Norm-Referenced Test (NRT) and one Criterion-Referenced Test (CRT). The NRT relates student scores to a national norm group. The CRT provides scores that represent the percentage of students whose performance exceeds the Indiana Academic Standards.

The Indiana Academic Standards define three categories of student achievement in English/Language Arts and Mathematics (Pass +, Pass, and Did Not Pass). Pass+ indicates that the student meets the passing standard and demonstrates high achievement in the knowledge and skills of the content area. Pass indicates that the student meets the passing standard. Did Not Pass indicates that the student fails to meet the passing standard and in all likelihood will need remedial assistance. State and school-wide results can be found at <http://www.doe.in.gov/data/>.

Over the past seven years, Ireland Elementary School has consistently scored above 90% passing in all tested grade levels for Language Arts and Math. Upon disaggregating and analyzing the data, our school compares student scores by cohorts to show trends, which allows us to individualize instruction for each particular cohort. We also compare grade level scores to show strengths and weaknesses in the curriculum for each grade level. Increasing or maintaining our scores, which are some of the highest in the state, is a major focus of our data-driven curriculum. We have not seen significant gains or losses in our overall scores. However, due to the small size of our school population, ongoing data analysis shows us that even minute changes in subgroups can have a major impact on our scores.

As seen in our data tables, our Language Arts scores have continued to increase or were maintained by the cohort each year, with the exception of one cohort. As third graders, 97% of the students passed. In fourth grade, their score was an 87%. Data shows that the scores for that cohort in fourth grade were affected due to the addition of five students requiring extra assistance. However, the general education students continued the increasing trend. In addition, the whole population of that particular cohort increased their score from fourth grade to fifth grade (90%).

Though our Language Arts scores are consistently high by grade level, (ranging from a low of 87% to a high of 97%), we are continuously searching for ways to increase the effectiveness of the curriculum to enhance the performance of all students. Explicit analysis of data shows areas of weakness and strength. For example, after discussion and review of data, our staff collectively decided to focus on vocabulary development and writing across the curriculum. We have found it beneficial to discuss modifications to the curriculum each year in order to differentiate instruction to meet the needs of the variety of ability levels found in each particular class.

We have maintained exceptionally high passing scores in math, primarily due to our flexible grouping. Our third grade has averaged 21% Pass +, fourth grade has averaged 25%, and fifth grade has averaged 28%. The average Pass + for the state of Indiana is 12% for third grade, 15% for fourth grade, and 17% for fifth grade. The standard curriculum is paced to provide opportunities for success for all students at their individual levels. Through ongoing data collection, deficit areas are able to be identified and remediated on an as-needed basis. As we compare cohort data, we see that each cohort is routinely performing at a high level with no significant drops noted except in cases where we have an increased number of move-in students. However, the following year, the cohort scores rose due to the strength of our curriculum and interventions utilized. For example, in two consecutive third grade classes our scores were 92% and 97%, respectively. As our student population in

each class increased, our scores decreased to 90% and 88%, respectively. Based on results from observation and assessment, targeted students received individualized remediation. After receiving appropriate interventions, scores increased noticeably to 92% and 97%, respectively. Data shows that grade-level scores remain consistent from year to year.

2. Using Assessment Results:

Ireland Elementary School utilizes a wide variety of student assessments to assist in student learning. Throughout the school year, students will participate in ISTEP+, Northwest Evaluation Assessment (NWEA), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STAR Reader (vocabulary/comprehension assessment), Research-based Weekly and Unit Assessments, Otis Lennon (IQ), and Scholastic Achievement Test (First grade readiness). Results from those assessments are reviewed and discussed in weekly WISE (Working Individuals Sharing Education) meetings, vertical articulation and grade-level meetings, and teacher in-services. Data is then used to drive instruction for each student.

Data obtained from the various assessments is utilized in a variety of ways. ISTEP+ and NWEA data is used as part of the process to identify students eligible for our high ability program (LEAP), cluster grouping, and flexible math group placement. In addition, results from identified sub-groups are also considered when developing appropriate programs and interventions for remediation and school-wide improvement. Upon review of the past five years of data, our staff came to the conclusion that computation and vocabulary were two areas in need of improvement. Thus, a school-wide improvement plan was developed and implemented. Annual disaggregation of data occurs with the focus remaining on improvement in those target areas. Professional development is geared toward strengthening any weaknesses in the curriculum.

As part of our ongoing progress monitoring system, DIBELS, STAR Reader, Research-based Weekly and Unit Assessments, are used to guide instruction and ensure that all students are learning to their potential. The effectiveness of interventions is also determined through data results. If data shows that a student is not proficient in a specific area, individualized and small group instruction, remediation, and other specified interventions are implemented to increase student mastery of skills.

For example, data derived from progress monitoring through DIBELS showed a weakness in the area of fluency. Consequently, a school-wide fluency program was implemented. Professional development opportunities were offered through professional presentations, workshops, in-services, and teacher to teacher demonstrations in order to increase teacher proficiency in fluency instruction. Teachers track each student's progress and provide additional instruction if necessary. Classroom assistants, resource staff, and parent volunteers provide fluency remediation. Fluency practice is also incorporated into the daily curriculum for all students.

3. Communicating Assessment Results:

Ireland Elementary School communicates student performance through the use of report cards, interim reports, mastery skills checklists, daily work, teacher-generated quizzes, research based assessments, and standardized tests. Parents are required to sign and return formal assessments on a regular basis. Teachers examine these results to determine pacing, remediation, and enrichment. Students' daily work is evaluated and sent home for parents' perusal. Information regarding student performance is exchanged by way of parent-teacher conferences, phone calls, notes, e-mails, and the Pearson SuccessNet website, which correlates with our adopted reading series. Teachers communicate curricular expectations through daily homework assignments, periodic classroom newsletters and semester letters.

Standardized test results, such as ISTEP+, are reported to the community through the local newspaper. Airing most Sundays on our local radio station, WITZ, an educational forum allows for discussion of assessment, as well as other school-related topics. Results are also reported to each individual student and his parents via a formal statement outlining weaknesses and strengths. For language arts and math, students receive graphs tracking individual progress from year to year on ISTEP+ and NWEA. This data is then used to identify students who might need remediation or enrichment. Anyone seeking further explanation of ISTEP+ results and comparisons of Ireland Elementary School's scores to other schools in Indiana may refer to the Indiana Department of Education website.

Teachers in grades three through five meet individually with their students to conference and discuss the results of the ISTEP+. Together goals are established to help the students recognize areas where performance is low and growth is needed. These communication methods reiterate our school mission to instill a desire for knowledge through the cooperative efforts of the child, the home, the school, and the community.

4. Sharing Success:

Our school corporation consists of three elementary buildings. Periodically, teachers have corporation-wide grade level meetings to discuss and evaluate current and potential programs. We share information about successful endeavors in our classrooms. We exchange ideas and activities to further enhance student learning in our building, as well as corporation wide.

This year we implemented the Minds in Motion program after observing this process in action at another school in our county. Teachers from other buildings have shown an interest in this program and have visited our school to learn how to successfully initiate their own.

In 2007, the Greater Jasper School Corporation established a vision team comprised of teachers, administrators, parents, and community leaders. At these sessions information on our successes is presented and discussed for possible utilization by other schools in the corporation.

In addition, our principal, Mr. Mehling, participates in a tri-county Principals' Advisory Board. They discuss successful programs within their individual schools, and how these might apply to other schools. Our principal also exchanges ideas and successes via e-mail and phone conferences through a network of area administrators.

While attending various professional workshops, our teachers share successes with other participants from other areas within the tri-state. On many occasions we have already implemented classroom activities that are suggested by the presenter during the workshop.

A member of our staff served on a quality assurance review team (QART) for AdvancEd. He shared successful strategies utilized at our school with the other team members and the staff at the school being reviewed. Due to our National Blue Ribbon Award nomination, our school has been invited to present our successful strategies with colleagues at the Indiana NCA Fall Conference, which will be held October 5-6, 2009.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ireland Elementary School's curriculum fully supports our mission to provide all students with skills needed to become successful, participating members of our American democratic society by instilling a desire for knowledge and a strong work ethic. While our core curriculum aligns with the Indiana Academic Standards, our strong tradition of high achievement and high expectations for all learners drives our daily curriculum to reach beyond the basic standards. To ensure student success, teachers utilize a variety of age- and ability-appropriate instructional methods. These include small group, large group, and individual instruction, peer tutoring within the classroom and across grade levels, use of manipulatives and games, power point presentations, literacy stations, hands-on activities, content-focused field trips, student projects, student-performed plays, and demonstrations presented by community members, students, and teachers. Additionally, the Jasper Community Arts Commission, in conjunction with the school, enhances the curriculum by providing fine arts programs. A teacher representative serves on the Commission. We also have a partnership with the Kennedy Arts Center and the City of Jasper.

Through differentiated instruction all students' needs are met. Our staff strongly supports the idea that all students need to achieve on their own individual level; therefore, programs are available to challenge the high ability student, motivate the on-level student, and remediate those students struggling with core standards. For those students performing above grade level, we offer LEAP (Leveled Enrichment for the Advanced Program) and cluster grouping. Students placed in cluster groups perform exceptionally well across all curricular areas. They are assigned to a specific classroom in which the teacher has received extra training in working with high-ability students. We also offer flexible grouping for math. Additionally, some teachers utilize curriculum compacting, allowing students with prior skill mastery to engage in alternate activities in lieu of regular classroom assignments. Tiered activities are also included in the daily curriculum to encourage success at all ability levels through enrichment or remediation.

Motivating the on-level student is a high priority of our staff, as well. Using the ideology of Carolyn Coil's Differentiated Instruction, many teachers use the concept of tic-tac-toe boards where student choice is encouraged and is found to be a successful motivating factor. Students who have proficiency with on-level skills are often partnered with peers who struggle with those same skills. While assisting others may be motivating to the on-level students, both learners benefit through this practice.

To address the needs of the students who are struggling, we utilize a remediation program called Early Success. After collaborative team planning, a staff member provides instruction to a small group of students, integrating the skills taught in whole group instruction, to allow those students further opportunities for practice and success. Tiered instruction facilitates student mastery of skills through assessment and research-based interventions. In the area of math, a school-specific program called Math in the Morning provides additional support for primary students identified through progress monitoring and teacher observation. Students with documented academic difficulties are also provided assistance through the special needs program. Modified curriculum and pacing, individual and small-group instruction, direct student assistance in the classroom, progress monitoring, and ongoing evaluation of interventions are some of the ways that all struggling students succeed.

The entire school advocates our mission to inspire a global perspective while preserving the integrity of our core educational program. In this day of educational budget cuts, many times music and art programs are eliminated. We feel strongly that the fine arts, physical education, media and technology programs are an integral part of our curriculum through their strong focus on our core curriculum and their efforts to provide

our students with a myriad of opportunities to develop into well-rounded citizens. In addition, the ancillary services, such as speech, occupational and physical therapy, guidance and counseling, and the nurse, provide support specific to student needs. Our custodial, cafeteria, and office staff frequently go above and beyond to provide students with further opportunities to develop skills through literacy and social interactions. We are also fortunate to have a strong parent volunteer program.

Our vision of Learning for Life is evident in all areas of student learning, whether social, academic, emotional, physical, nutritional, or any other realm of development. The entire staff of Ireland Elementary is committed to providing every student with the opportunity and support needed to succeed.

2a. (Elementary Schools) Reading:

As directed by the corporation administration, our school uses a basal reading series which incorporates the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). This series is research-based and uses a systematic sequence of skill instruction. Use of leveled readers allows children to find success at their independent level. To ensure that all levels of readers are being reached, supplemental materials are frequently used.

Critical components of reading are taught using comprehensive instructional strategies that allow for ample practice opportunities in order to increase all students' reading ability. We address specific language arts needs through our Early Success program in the primary grades. Due to a lack of funding, remediation for intermediate students is not available through Early Success and must be provided through resource personnel, instructional assistants, and parent volunteers. Specific content standards are assessed on a weekly basis. As deficiencies are indicated, targeted students are sent to the Early Success instructor or alternative support staff for remediation. This ensures continuity between the instruction in the classroom and the remedial help offered to the students. We feel this is what makes our program work; whereas, in most schools remediation is a pre-packaged program that has no correlation with the weekly classroom instruction.

Vocabulary enhancement is encouraged through the Accelerated Reader program, specific phonics instruction, use of leveled readers, content area instruction, and writing. The staff recognizes that improvement in vocabulary is essential for students' future growth in the writing field, comprehension, and life, in general.

A school-wide fluency program has been implemented in all grade levels in which students are frequently monitored and assessed. If a need is indicated through assessment, additional fluency practice occurs. Accredited websites featuring research-based strategies are employed by staff members. Comprehension is taught in an explicit and systematic manner, utilizing visual, oral, and written means. If progress is not indicated by ongoing data collection, the teacher implements additional strategies to address areas of weakness and plateau.

We are continuously revisiting our curriculum and data to make certain our students are mastering standards and meeting the high expectations of the school community.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Ireland Elementary School's Social Studies curriculum engages the students in a democratic learning environment. The teachers and staff strive to provide opportunities beyond the core curriculum which aligns with the Indiana Academic Standards. Through many different learning projects, the students are continuing to achieve a historical awareness of our world, nation, state, and community. The individualized instruction, hands-on projects, presentations, and content-focused field trips instill a desire for the students to learn and grow as a productive member of the American society.

Ireland Elementary teachers take learning beyond the textbook. Throughout the students' school years, they will be participating in content-focused field trips that align with the state standards, such as trips to Angel Mounds, the Dubois County Museum, New Harmony, Lincoln State Park, and a historical tour of Dubois County. These field trips give the students a first-hand look on the everyday struggles and life of pioneers, mound builders, and community members. As events relating to history unfold, Ireland Elementary School incorporates them across the curriculum. In the past, our school has conducted a school-wide election, engaged in presentations and letter writing for Veteran's Day, participated in the Geography Bee, and invited community members to present for Community Days in the classroom. The students are currently preparing for the Lincoln Bicentennial.

Our school strives to meet the needs of all learning styles by utilizing available resources throughout the community to bring an awareness of historical backgrounds. Students learn about their ancestors by making homemade Christmas gifts, embroidering a pillowcase, presenting their ancestor reports at the local historical society, and participating in a hands-on presentation about covered wagons. Junior Achievement, a community driven program, has been utilized school-wide for several years to teach students about economics.

Our students constantly are made aware of current events through a game called News Bowl Weekly, which challenges them to answer questions about the world and our nation. Due to our geographic location, opportunities for various cultural experiences are limited; however, the Kennedy Center Grant allows our students to be exposed to music and art of other cultures. Our fine arts teachers also focus on the history of art and music from around the world. Ireland Elementary School is committed to preserving our heritage while maintaining our vision for the future.

4. Instructional Methods:

Our school differentiates instruction for the primary grades through a tiered reading program. Students are identified through DIBELS and the basal reader assessments to determine specific needs. These needs are then addressed through our Early Success remediation program, small-group instruction, flexible grouping, and individualized instruction. Games and multimedia approaches are employed to present information. In addition to struggling students, high ability students are challenged with the pull-out LEAP program which provides enrichment activities that enhance the large-group instruction.

In math, instructional methods address the diverse learning styles of the individual students. Each teacher is cognizant of the individual student's learning ability and adjusts instruction to assure success at the student's level. This is accomplished through the use of manipulatives, overhead, hands-on activities, drill and practice, worksheets, and a remediation program called Math in the Morning. This program focuses on particular skills and concepts as determined weekly by teacher observation and assessment.

Our intermediate grades use a skill-oriented remediation reading and language arts program on an as-needed basis. Teacher observation and periodic assessment drive our methods of instruction and targeted groups. Instructional assistants are an integral part of our instruction, primarily for remediation. Due to the lack of

resources appropriated to our school, parent volunteers play a big part in our remediation program, especially at the intermediate level. Accommodations for struggling learners include development of study guides, vocabulary matching, and modified assignments. To challenge our high achievers, we utilize cluster grouping, curriculum compacting, and the LEAP program.

In mathematics, flexible grouping allows teachers to adapt specific instructional styles to match the needs of each particular subgroup. Low-achieving students use additional manipulatives with direct instruction, while high achievers focus on higher-level thinking skills and problem solving. Math Bowl competition is encouraged for this group to allow them opportunities to apply their knowledge. For all students, a problem of the day using experiential problems fosters higher-order thinking skills and enables learners to realize the relevance of mathematics.

The methods described above are also applicable to content areas, such as science, social studies, and history. Teachers use research-based cross-curricular instructional methods to supplement the standard curriculum. For example, leveled readers and multi-cultural selections included in the basal series also address the standards. Experiential learning is highly valued throughout the entire curriculum.

5. Professional Development:

Ireland's professional development program encompasses participation in research-based workshops, grade level team meetings, professional and in-service presentations, and individual research and reading on current educational practices. Information from these sources is disseminated throughout our entire staff at regularly scheduled WISE (Working Individuals Sharing Experiences) meetings. Great emphasis is placed upon development opportunities focused on goal areas identified through on-going data collection.

Our faculty members engage in vertical articulation on an annual basis. Teachers meet with colleagues at the grade level above and below them to ensure continuity throughout the curriculum and to share areas of success and concern. Activities and ideas acquired at grade level conferences enhance classroom instruction. Students benefit through the use of these activities in areas such as fluency, comprehension, phonemic awareness, phonics, vocabulary, problem solving, computation, and writing across curricular areas. For example, information obtained at a Six Traits Writing workshop has led to implementation of a more concise writing process in all classrooms. Recent data from ISTEP+ indicates that students are more proficient writers than previously shown. Additionally, vocabulary scores have improved due to a sustained focus on this skill. Teachers and staff across curricular areas (art, music, physical education, cafeteria, and media center) utilize word walls, flash cards, games, power point presentations, and student-generated vocabulary journals.

After attending sessions on problem solving, teachers model multiple strategies for students to practice, thereby increasing achievement overall. These practice opportunities include problem of the day, locating extraneous information in word problems, identifying the appropriate function needed to solve, and justifying their solution.

Once shared at our WISE meetings, ideas and activities are tweaked and modified to better fit needs at each grade level. For instance, given a standards-based writing prompt, such as descriptive writing or personal narrative, rubrics are designed to match age-appropriate skills.

Our students continually experience success due to the high expectations of teachers and staff. These expectations are kept high through participation in professional development programs.

6. School Leadership:

Mr. Ray Mehling, our school principal, epitomizes effective leadership. His high expectations are not only applicable for students, but for staff members also. In selecting staff members, he envisions a person who is a team player, is knowledgeable of current educational trends, and is compassionate toward all children. Consequently, Mr. Mehling places invaluable confidence in the staff, and entrusts them with the success of students.

Mr. Mehling strictly adheres to corporation policies on punctuality, attendance, safety, maintenance of school building, and transportation. For example, he monitors students each morning when they arrive to maintain discipline and ensure that they are ready for a positive start to the day. Daily contact is made with parents of absentees to inquire about the students' health, and arrangements are made for classroom work that is missed. To assure a secure and safe environment, Mr. Mehling arranges monthly fire and tornado drills, immediately communicating the result of their performance. He places upon students the responsibility for keeping their classrooms neat, clean, and orderly, thereby instilling in students a feeling of ownership and pride, which makes for a better learning environment. Furthermore, Mr. Mehling expects students to be responsible not only inside our school building but also on buses, on our playground, and at after-school functions held on school property. His impeccable organizational skills and priority of focusing on the child keep everyone on track to accept the challenge of successfully educating all students.

Our principal's encouragement of continuous review of programs and curriculum impacts our students' achievement. One instance of this would be establishing an uninterrupted 90-minute language arts block with tiered programming. This allows all students to achieve at their particular levels. With suggestions from the faculty he reassigned support staff to better accommodate the framework of our instruction.

Our small rural community strongly endorses Mr. Mehling's leadership. Ireland Elementary School serves as the epicenter of this community. The community's focus is to obtain the best education possible for their children. Community members show their support in a variety of ways, both monetarily and through volunteering their time and talents. By attendance at conferences, teachers are able to communicate academic and social concerns to parents; thereby a team approach (student, parent, teacher, principal) is used to ensure student achievement.

Mr. Mehling truly considers it a heartfelt privilege to be a partner in educating the children in this community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISTEP+

Edition/Publication Year: Copyright 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Passing and Pass +	94	96	97	92	87
% Pass +	19	25	22	26	19
Number of students tested	64	71	58	77	63
Percent of total students tested	98	100	100	99	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Passing and Pass +	100	100	100	67	50
% Pass +	33	0	0	0	0
Number of students tested	3	1	3	9	2
2. Racial/Ethnic Group (specify subgroup): Ethnicity					
% Passing and Pass +					
% Pass +					
Number of students tested	0	0	0	0	0
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3

Test: ISTEP+

Edition/Publication Year: Copyright 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Passing and Pass +	95	89	95	97	94
% Pass +	14	17	17	27	27
Number of students tested	64	71	58	77	63
Percent of total students tested	98	100	100	99	100
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Ethnicity					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: Copyright 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Passing and Pass +	92	88	90	88	85
% Pass +	22	25	20	27	22
Number of students tested	76	60	79	64	54
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: Copyright 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Passing and Pass +	89	95	87	92	98
% Pass +	17	15	29	19	21
Number of students tested	76	60	79	64	58
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5

Test: ISTEP+

Edition/Publication Year: Copyright 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Passing and Pass +	97	92	97	95	96
% Pass +	33	21	42	20	27
Number of students tested	61	77	66	56	52
Percent of total students tested	100	99	100	98	98
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5

Test: ISTEP+

Edition/Publication Year: Copyright 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Passing and Pass +	95	90	95	96	90
% Pass +	13	14	26	14	12
Number of students tested	61	77	66	56	52
Percent of total students tested	100	99	100	98	98
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Passing and Pass +					
% Pass +					
Number of students tested	2	3	1	1	3
2. Racial/Ethnic Group (specify subgroup): Ethnicity					
% Passing	100			100	
% Pass +	0			100	
Number of students tested	1	0	0	1	0
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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